DOCUMENT RESUME

ED 388 789 CE 070 173

AUTHOR Lewandowski, Carol
TITLE English as a Second Language in the Workplace. P.R.I.D.E. People Retraining for Industry Excellence.
INSTITUTION Mercer County Community Coll., Trenton, N.J.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE 95
CONTRACT VA198A30142-93
NOTE 160p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Literacy; Behavioral Objectives; Competency Based Education; Curriculum Guides; *English (Second Language); *Grammar; *Idioms; Instructional Materials; Job Skills; Labor Force Development; Language Skills; Learning Activities; *Literacy Education; Second Language Instruction; Student Evaluation
IDENTIFIERS *Workplace Literacy

ABSTRACT

This workplace skills course in English as a Second Language in the workplace identifies English problems for non-native speakers and encourages students to practice speaking, writing, listening, and reading skills using company literature such as procedures, lists, policies, and safety information. Introductory material includes pre- and post-class exercises, a course outline, objectives, topical outline, evaluation, evaluation applicable in the workplace, and teacher tips. The course consists of 29 sessions, each of which has these components: objectives, topics, methods, materials list, and information sheets and handouts. Topics covered in the sessions include English pronunciation, sentence structure, verb tenses, American idioms, work vocabulary (such as commands for giving instructions), role plays, and critical language skills. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 388 789

MERCER COUNTY
COMMUNITY
COLLEGE

TRENTON • NEW JERSEY

English as a Second Language in the Workplace

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

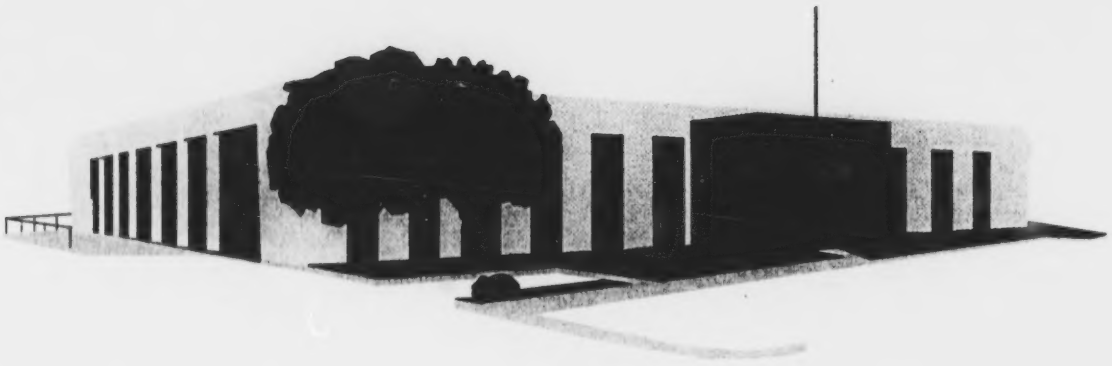
P.R.I.D.E.

PEOPLE RETRAINING for INDUSTRY EXCELLENCE

CE 070 173

BEST COPY AVAILABLE

English as a Second Language in the Workplace



Mercer County Community College

Division of Corporate and Community Programs

1200 Old Trenton Road

Trenton, NJ 08690

Elaine S. Weinberg

Director, Workplace Skills

Developed with funds from the United States Department of Education

National Workplace Literacy Program

1995

ACKNOWLEDGMENT

Mercer County Community College thanks Carol Lewandowski, Senior Education Specialist/Curriculum Developer for creating this manual. Through her valuable contributions employees in manufacturing and service industries learned concepts relevant to their existing jobs and strategies for learning other tasks if that opportunity should arise.

WORKPLACE SKILLS TRAINING PHILOSOPHY

A factory or service center creates a classroom that is very different from the one we are used to seeing in colleges and adult schools, so it only follows that our approach to teaching in the factory should also differ:

Our goal is to teach employees skills that they need in order to be functional and successful in their work environment, and encourage them to apply those skills on the job and at home. For example, we motivate students to do the following:

- work more efficiently and more safely
- make fewer mistakes
- solve problems working interactively
- take greater responsibility for their jobs
- recognize the interconnectedness of the various jobs in their workplace
- be better communicators in the workplace

Company needs are revealed through a needs assessment. At that time, we also determine the basic skills needs of the employees. We are learner centered, as the individual employee's needs are considered alongside those of the company.

Once we have determined those needs, we develop curricula that incorporate basic skills, using the workplace literature (e.g. forms, applications, codes, abbreviations, charts and tables, handbooks, regulations, procedures, policies, memos, letters) of the company. Because each company is different, the needs and literature are also different; hence, we develop new materials for every company in which we teach. By utilizing these workplace items, we help students transfer and apply their skills directly to their jobs.

We rely on the classroom techniques of problem solving, cooperative learning, and group discussion. Our overall approach is concept based, with the emphasis on application, such as in role plays, dialogues, and group work. Despite the specific course titles, we incorporate the elements of math, English, and communication skills into all of our sessions.

In terms of students evaluation, after initial testing we give a pre-test and post-test in order to determine comprehension. Students receive feedback throughout the course from the instructor, as well as from fellow students as we sincerely believe in the powerful positive reinforcement of peer critiques and cooperative exchanges.

In essence, we believe that although we make the materials for the students with which to work, it is the students who truly make the class.

ESL ▮ PRE AND POST-CLASS EXERCISES

NAME: _____

Part I:

Fill in the correct verb tenses in these sentences using the verb that appears at the end of the sentence.

EXAMPLE: Paul always _____ his lunch.
(to bring)

1. Tom usually _____ the instructions first.
(to read)

2. Right now, Susan _____ the hammer.
(to use)

3. Tomorrow, we _____ class in the conference room.
(to have)

4. Yesterday, I _____ to my supervisor.
(to talk)

5. Karen _____ very hard this month.
(to work)

ESL I PRE AND POST-CLASS EXERCISES

PART II:

Fill in the correct words in these sentences.

6. I keep my pencil _____ the desk, and when I am finished I put it _____ the box.

7. I live _____ Trenton, _____ Hamilton Street. Actually, I live _____ #45 Hamilton Street.

8. Where do you come _____? Puerto Rico or Ecuador?

9. We come to work _____ 8:00 and we work _____ the production area.

PART III:

Fill in the correct quantity word in the sentences below.

Examples: a) How _____ chairs do we need?
b) They have _____ time to study.

10. How _____ units does he have?

11. How _____ coffee does she drink?

12. At the store, I will buy _____ fruit.

13. Because they are rich, they have _____ money.

ESL ▮ PRE AND POST-CLASS EXERCISES

PART IV:

Make questions to get these sentences as answers.

EXAMPLE: He lived in Trenton.
Question: Where did he live?

14. She worked at that company for a long time.

Question: _____

15. We will come to work at 8:00.

Question: _____

16. They have eaten lunch today.

Question: _____

17. He has a lot of work to do.

Question: _____

ESL ▮ PRE AND POST-CLASS EXERCISES

PART V: Codes and Schedules

Answer these questions, using the schedule and list below.

Item	Quantity	Deadline
XY221	592	1/3/95
XY212	331	7/7/95

Item List:

⇒ XY212	blue paint tubes
⇒ XY215	orange paint tubes
⇒ XY200	black paint tubes
⇒ XY221	green paint tubes

18. What item is due at the beginning of the year?

19. How many green tubes of paint do you need?

20. What is the code for blue paint?

ESL ▮ PRE AND POST-CLASS EXERCISES

PART VI: Dictation

Listen to the teacher for the first reading. Then, as the teacher reads a second time, write down what she says. She will read the paragraph a third time – make corrections then.

ESL IN THE WORKPLACE

COURSE OUTLINE:

This course identifies English problems for non-native speakers and encourages students to practice speaking, writing, listening, and reading skills using company literature such as procedures, lists, policies, and safety information. This class will also motivate students to improve pronunciation, sentence structure, verb tenses, American idioms, and enhance their work vocabulary.

OBJECTIVES:

Upon completion of this course, students will be able to:

- Ask grammatically correct questions in various tenses
- Give grammatically correct answers in various tenses
- Ask for and understand oral instructions
- Read and interpret written instructions
- Read and use the literature in the workplace
- Report important workplace events in a clear and concise manner (written and spoken)
- Communicate effectively with co-workers
- Use improved language skills to problem solve in the workplace
- Build a working English vocabulary for the workplace and beyond

TOPICAL OUTLINE:

- Simple present tense
- Present Progressive tense
- Simple past tense – regular and irregular verbs
- Expression "It takes me"
- Cardinal and Ordinal Numbers
- Codes, Abbreviations, and Symbols
- Nouns and Pronouns
- Prepositions

ESL IN THE WORKPLACE

TOPICAL OUTLINE (CON'T):

- Commands for giving instructions
- MSDS sheets and safety vocabulary
- Role plays: introducing yourself and others; asking for information; reporting information and incidents; implementing safety rules and disciplinary procedures; asking for and giving instructions
- Work vocabulary
- Work literature: forms, labels, instructions; MSDS sheets; disciplinary and safety policies.
- Team building activities: brainstorming, building, consensus, and problem solving
- Critical language skills: dialogues; role plays; idioms; situations for various levels of speech (formal, informal)

EVALUATION:

- students will be evaluated for written and spoken language skills with interviews and analysis of pre and post-tests

- improvement in learning techniques will be evaluated based on performance in class and on worksheets

- students will perform self-evaluations based on correct completion of worksheets

ESL IN THE WORKPLACE

EVALUATION APPLICABLE IN THE WORKPLACE:

At the end of this course, students will perform more effectively in the workplace:

- Students will be more competent at number use and discrimination. This competency will reduce the number of job errors that revolve around the use of forms, material code numbers, labels, and directions.

- Students will be more effective communicators in that they will be able to use correct verb tenses and time expressions, which will reduce the occurrence of misunderstanding or miscommunication.

- Students will be more adept at giving and receiving instructions, both written and oral. This will enhance their ability to perform jobs on the line and make fewer errors in completion of those tasks.

TEACHER TIPS

This class has been designed with an interactive learning environment in mind. In other words, students should be encouraged to work together and to express themselves as often as possible.

These terms are used to suggest these activities in t he workplace classroom:

DIALOGUES

- students take turns reading the parts of the dialogue
- students break into pairs and practice the dialogue together
- students are taped reading and listen to themselves at playback time

ROLE PLAYS

- students take ideas for role plays and develop them into dialogues
- students write out their own dialogues to fit the situations
- students break into pairs and practice the dialogue together
- students are taped reading their dialogues

WORKSHEETS

- students practice questioning each other with worksheets
- students come up with their own questions for each other
- real life questions and answers are practiced

LISTS OF CODES, VOCABULARY, ABBREVIATIONS, ETC.

- lists broken down on notecards to facilitate student organization
- lists broken down into sections and given to groups
- lists left half completed and the rest generated by students

ESL IN THE WORKPLACE ◆ SESSION 1

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use the present tense correctly in both statements and questions
- recognize use of DOES and DO with present tense
- read and understand a job description
- take action on a job offering if interested
- introduce themselves

TOPICS:

- simple present tense
- Question and Answer (Q/A) review
- job description
- introductions

METHODS:

- class discussion
- dialogues
- Q/A session

MATERIALS:

- worksheets
- tape recorders

PRESENT TENSE

As a **review** of the simple present tense, fill in the correct verbs to complete these paragraphs.

1. Every day, Louise _____ to work. She _____ her blue Mazda to work and she _____ it in the company parking lot. Then, she _____ into the building. Sometime she _____ to the cafeteria to get a cup of coffee. She _____ her coffee on the way to her department, and she _____ work at 8:15. Louise _____ in the packing area. Later, at 10:00, she _____ a break and sometimes she _____ another cup of coffee. Then she _____ back to work, until lunch. Louise's lunch _____ at 12:15. She usually _____ in the cafeteria because she _____ her own lunch. She _____ with her co-workers and they _____ about their jobs and the weather. At the end of the day, Louise _____ work at 4:00. She really _____ her job, even if it _____ hard work!

VERB TENSES

- Practice the present tense with students, using Q/A technique.

- Practice question: **WHAT DOES _____ MEAN?**

  Practice answer: _____ **MEANS** _____.

  Use following *company vocabulary:*

work order	labor
product code	operator sequence
start time	stop time
down time	milling
mixing	shrinking
filling	packing
spiral	collate
tabbing	lab
tube	traying out
traying in	3 hole punch

  Students will ask each other these questions and get definitions. Keep track of their definitions and use as review in session 2.

JOB DESCRIPTIONS

➢➢➢ Employment Opening ➣➣➣

Job Title: Hi-Lo Operator
Department: Tube Filling
Rate: $7.82 – $8.32 hr.

Positions: 1
Supervisor: J. Lewis
Shift: 8 – 4:30

Position Summary: – Kits work orders for tube filling

– Returns unused materials to proper location

– Performs counts and completes forms

– Moves finished product to warehouse

Qualifications: – Ability to operate Hi-Lo

– Capable of lifting 50 lbs.

– Good math skills

Interested candidates please print name below no later than March 30, 1994.

Print name **Print name**

JOB DESCRIPTIONS

1. What is the title of the job listed?

2. Which department is this position in? Who is the supervisor?

3. How many positions are available at this time?

4. What are the hours for this job?

5. How much does the job pay?

6. What is the deadline for application?

7. What does a hi-lo operator do? Look for the **VERBS.**

8. What abilities should a hi-lo operator have? Look for the **NOUNS.**

GREETINGS

Introducing yourself:

Dialogue 1

a: Hello, my name is _____.

b: Hello, I am _____.

a: Nice to meet you, _____.

b: Same here!

Dialogue 2

a: Hello, my name is _____. What's your name?

b: My name is _____. Nice to meet you.

a: Nice to meet you too.

a: What do you do in this company?

b: I work in the warehouse. Where do you work?

a: I work in the shipping area.

b: Oh, that's right. You do look familiar!

a: Maybe we can have lunch together tomorrow.

b: Sounds good. See you tomorrow then.

a: Yep, see you then.

GREETINGS

Dialogue 3

a: Hello. Are you Bob, the new worker?

b: No, I'm not. I'm _____.

a: Oh, hello _____. Nice to meet you.

b: And what's your name?

a: Oh, I'm sorry. My name is _____.

b: Hello, _____. Nice to meet you.

a: Same here.

ESL IN THE WORKPLACE ◆ SESSION 2

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use pronouns correctly in both statements and questions
- use a selection of work related vocabulary correctly
- read and understand a labor/time card

TOPICS:

- pronoun review
- labor/time card

METHODS:

- class discussion
- Q/A session

MATERIALS:

- worksheets
- labor/time cards

PRONOUNS

As a review of pronouns, write the correct *pronoun* in the space to complete the sentence.

1. Clara really enjoys her job. _____ always comes to work on time.

2. Steve works in a different place everyday. _____ sure moves around a lot!

3. The packages are sitting on the scale. _____ are being weighed.

4. Do you have the keys to the cabinet? I'm sorry, but I don't know where _____ are.

5. The supervisor always makes a schedule. _____ puts _____ on the board.

6. This is a nice company. Actually, _____ is the nicest company I have worked for.

7. Our computer is not working today, so _____ can't check the mailing labels.

VERB TENSES AND VOCABULARY REVIEW

- Practice the vocabulary from session 1: use notecards generated from previous class.

- Students draw card and practice question:

  WHAT DOES _____ MEAN?

  Practice answer using pronoun: **IT MEANS _____.**

  Use following *company vocabulary cards:*

work order	labor
product code	operator sequence
start time	stop time
down time	milling
mixing	shrinking
filling	packing
spiral	collate
tabbing	lab
tube	traying out
traying in	3 hole punch

WORK ORDER & LABOR REPORTING CARD

Name: _____ #: _____

Week of: _____ Dept. _____

Date	In	Out	Hrs.

WORK ORDER & LABOR REPORTING CARD

ROWS		go across ***horizontal***
COLUMNS		go down ***vertical***
LABELS or TITLES		the ***names*** that appear on top of a column or in front of a row

- How many **rows** are there in this form?
- How many **columns** are there in this form?
- What is the **title or label** of the first column?
- What is the **label** for the third column?
- What is the **label** for the last column?

ESL IN THE WORKPLACE ◆ SESSION 3

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use articles correctly
- use the "What for?" question and answer correctly
- recognize and explain tool uses
- introduce another person

TOPICS:

- articles
- Question and Answer
- job tools and uses
- introductions

METHODS:

- class discussion
- role plays

MATERIALS:

- worksheets
- tape recorders

ARTICLES

As a review, fill in the *articles* **(a/an/the)** to complete these paragraphs.

1. I have _____ red car. _____ car is 6 years old. I like _____ car I have, but I really want to buy _____ new one.

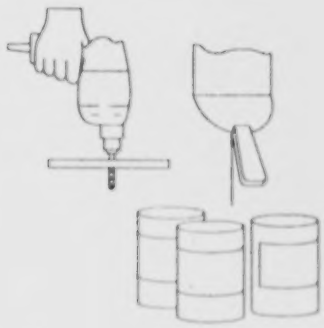
2. He doesn't use _____ air gun, but he uses _____ rivet gun. _____ gun he uses has _____ long wire and many switches. At night, he puts _____ in _____ tool box.

3. Quality control is not _____ easy job. Sometimes _____ machines break down and we have to call _____ repairman. When we do, _____ repairman usually comes _____ same day.

4. I read for _____ hour at night before I go to bed. I usually read _____ magazine, or sometimes _____ good book. For example, _____ book I am reading now is _____ mystery.

ARTICLES

Machines and tools at the company



WHAT FOR and TO DO WHAT?

Q: What do we use **a** spatula **for**?
A: We use **a** spatula **to** scrape paint from containers.

Q: What do we use pallets **for**?
A: We use pallets to stack materials.

Practice with these words:

mill	paper counter
hole punch	presser machine
push wheel	skids
totes	mineral spirits
versate machine	viscometer

GREETINGS

Introducing someone else to another person:

a: Hello, _____. Let me introduce you to _____.

b: Hello, _____. My name is _____.

c: Nice to meet you, _____.

b: Same here.

a: Hey, _____. I don't think you have met my friend. Let me introduce you to _____. This is _____.

b: Hello _____. Nice to meet you. Where do you work?

c: I work in the shipping department. And you?

b: I work in the packing area.

c: Oh, yeh. Nice to meet you.

b: Same here.

ROLE PLAYS

1. You take a co-worker to a friend's BBQ. Introduce him to your friend.

2. You are new to the department and do not know everyone. Introduce yourself to someone new.

3. Find out if that person next to you is the new employee.

4. You are waiting in the lobby for your ride. Someone else comes in to wait for his wife to come out from work. How would you introduce yourself?

ESL IN THE WORKPLACE ◆ SESSION 4

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use "this" and "these" correctly
- make plurals
- use subjects and verbs in agreement (there is, there are)
- describe their workplace surroundings

TOPICS:

- this/these
- plurals
- subject and verb agreement
- surroundings

METHODS:

- class discussion
- dialogues
- Q/A session with surroundings

MATERIALS:

- worksheets

THIS AND THESE

Review the use of THIS (singular) and THESE (plural).

Use either THIS or THESE to make sentences for these ideas. Make sure that your verb (IS/ARE) matches.

Examples: my wires (more than one = these are)
These are my wires.

her schedule (only one = this is)
This is her schedule.

1. their glasses

2. our classroom

3. your notebook

4. her timecard

5. the company's machine

THIS AND THESE (CON'T)

Review the use of THIS (singular) and THESE (plural).

6. our forms

7. the teacher's blue pair of glasses

8. his time cards

9. their paint

10. their tubes of paint

PLURALS

- Most plurals in English are made by adding S:

cats	cars	jobs
machines	tools	pens

- If you hear an EZ sound, then you have to add ES:

matches	witches
batches	switches

- If the word ends in consonant Y, change the Y to I and add ES:

fly	>	flies
spy	>	spies

- If the word ends in vowel Y, keep the Y and add just S:

tray	>	trays
day	>	days
boy	>	boys
attorney	>	attorneys

- **Beware** the irregular plurals in English!! They are very strange, and the only way to remember them is to memorize them.

man	>	men
woman	>	women
child	>	children
person	>	people (or persons)

PLURALS

Make the plural word for these singular words. Be careful!!

1. hour _____
2. machine _____
3. batch _____
4. clay _____
5. tube _____
6. sheet _____
7. fly _____
8. man _____
9. watch _____
10. pace _____

PLURALS

What is there?

Go around *the room* and talk about what there is, or what there are.

* Be sure to use correct plurals
* Be sure to use the correct verb (is/are)

ESL IN THE WORKPLACE ◆ SESSION 5

At the end of this session, students will be able to do the following:

- decode and understand abbreviations
- write abbreviations correctly
- read and understand a set of instructions with abbreviations

TOPICS:

- general abbreviations
- abbreviations in the workplace
- instructions with abbreviations

METHODS:

- class discussion
- Q/A session
- team work to decode

MATERIALS:

- worksheets

ABBREVIATIONS

Abbreviations are used to replace frequently used words or expressions. For example, if you send a package using the **U**nited **P**arcel **S**ystem, then you have to call **UPS** to pick it up for you.

- Some abbreviations are made from parts of the word that they mean:

  Mo. = **MONTH**

  Yr. = **YEAR**

- Other abbreviations are made from taking the first letters from the words that it relates to or means:

  QC = **Q**uality **C**ontrol

  JIT = **J**ust **i**n **T**ime

- If you are not sure what an abbreviation means, then **ask**!

  "What does __UPS__ mean ?"

  "__UPS__ means __United Parcel Service__."

ABBREVIATIONS

See if you can think of what these abbreviations might mean. Then, practice **asking** and **telling** what these abbreviations mean.

1. Qty. _____

2. No. _____

3. Ctn. _____

4. ASAP _____

5. lb. _____

6. wt. _____

7. Loc. _____

8. MSDS _____

ABBREVIATIONS

Very often it is easy to figure what an abbreviation means by the **context**, or the surrounding words.

Read this set of *instructions* below. Figure out what the abbreviations mean, and then **rewrite** the instructions using the complete words.

Then, think of what you could **title** these instructions:

HOW TO _____.

Take the ctns. and get their wt.

Calc. total amt. of wt.

Transfer amt. to doc. ln. 4 under total clmn.

Make sure labels are on ctn. and brackets are on ctn. crns.

Put no. on boxes, such as 1/5, 2/5 to record qty.

Do QC on addresses to make sure they have zips.

FYI: give final cnt. to ship. dept. A.S.A.P.!!

ESL IN THE WORKPLACE ◆ SESSION 6

OBJECTIVES:

At the end of this session, students will be able to do the following:

- decode and understand abbreviations
- write abbreviations correctly
- read and understand memo with abbreviations

TOPICS:

- general abbreviations
- abbreviations in the workplace
- memo with abbreviations

METHODS:

- class discussion
- Q/A session
- team work to decode

MATERIALS:

- worksheets

ABBREVIATIONS

This company has specific abbreviations. See if you can figure out what these mean. Then practice asking and telling what they mean.

1. A.V.O. _____
2. G.M.P. _____
3. PE _____
4. PP _____
5. PS _____
6. PET _____
7. S.P.C. _____
8. Shift A _____
9. Shift B _____
10. Shift C _____
11. Shift D _____

ABBREVIATIONS

This company has specific abbreviations. See if you can figure out what these mean. Then practice asking and telling what they mean.

1. lqd. _____

2. oz. _____

3. ml. _____

4. HRD _____

5. OSHA _____

6. min. _____

7. wgt. _____

8. incl. _____

ABBREVIATIONS

This company has specific abbreviations. See if you can figure out what these mean. Then practice asking and telling what they mean.

1. Per _____

2. Mach. _____

3. Bat. _____

4. Bat./Hr. _____

5. Lbs./Hr. _____

6. Oper. _____

7. Tx. _____

8. N-Tx. _____

9. tech. _____

ABBREVIATIONS (CON'T)

10. OSHA _____

11. lqd. _____

12. oz. _____

13. Wt. _____

14. QC _____

15. Mat. _____

ABBREVIATIONS

Decode this memo.

TO: All Employees
FROM: Stan Lewis, Safety Director
DATE: August 4, 1994
RE: OSHA Visit

OSHA is planning a visit to our factory on 8/23/94. All mach. oper. are expected to be present. The purpose of the visit is to ensure that we are following reg. and proc. correctly. The VP has spoken to me and instructed that if we are breaking any OSHA policies, we will have to correct that situation ASAP in order that we remain on good standing.

ESL IN THE WORKPLACE ◆ SESSION 7

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use tool names correctly
- explain what tools are used for
- use the present progressive correctly

TOPICS:

- tools
- use of tools
- present progressive

METHODS:

- class discussion
- Q/A session
- dialogues

MATERIALS:

- worksheets
- tape recorders

TOOLS

Look at the tools we have brought to class. What are they? Write a complete sentence using **this** or **these** to explain what tool it is.

Examples: hammer / **This** is **a** hammer.
pliers / **These** are pliers.

Tool 1:

Tool 2:

Tool 3:

Tool 4:

Tool 5:

Tool 6:

Tool 7:

Tool 8:

TOOLS

What tools do you use in the workplace? Make a list below and then write what you **do** with those tools.

Example: **stapler**
I use a stapler **to shut** the boxes.

TOOL	**WHAT FOR ?**

PRESENT PROGRESSIVE

As a review of this tense, complete these sentences using the *present progressive*. Then make **questions** for each.

Examples: She __is wearing__ gloves. (to wear)
Q: What is she wearing?

They __are not wearing__ aprons. (to wear)
Q: Are they wearing aprons?

1. The teacher _____ on the board. (to write)

   Q:

2. The units _____ on the belt. (to move)

   Q:

3. The pens _____ next to the binders. (to sit)

   Q:

4. The supervisors _____ a new schedule this morning.

   Q:

5. Today is __(date)__, so it _____. (to snow)

   Q:

DIALOGUES

Dialogue 1

A: Good morning, Pat. What are you doing?

B: Good morning, Karen. I'm working on the labels.

A: Is this your usual job?

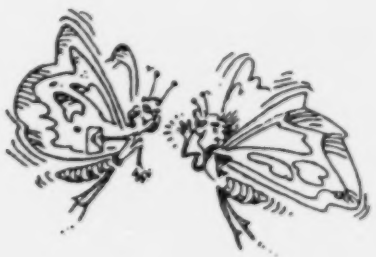
B: No, but today I'm working here. Kathy is not here today, so I am taking her place.

A: That's good. Now you know how to do the labels.

B: Yes, I do. And I am learning a lot about this area.

A: Well, have a good day.

B: You too. Catch you later.



Dialogue 2

A: What in the world are you doing?

B: I'm working on this new project.

A: Are you doing it right?

B: I think so. Why? Doesn't it look right?

A: I don't know. It looks like you are holding the instructions upside down.

B: OOPS! You're right!

A: Good thing I have good eyesight.

B: You're telling me!

ESL IN THE WORKPLACE ◆ SESSION 8

OBJECTIVES:

At the end of this session, students will be able to do the following:

- discriminate between numbers
- write and read numbers correctly

TOPICS:

- number writing
- listening to numbers

METHODS:

- class discussion
- Q/A session

MATERIALS:

- worksheets

READING NUMBERS

How you would say these numbers?

1. 609 – 583 – 9826

   _____

2. 664 West Country Drive 759

   _____

3. ELX8876

   _____

4. $592.53

   _____

5. 201 - 359 - 5375 ext. 7761

   _____

6. XLM 218TC8665

   _____

NUMBER DISCRIMINATION

Having good number discrimination skills means that you can *read numbers correctly* and *tell them apart*. Sometimes when we are reading quickly we change the numbers in our heads, or we flip them around. This mistake in reading a number can lead to a big mistake in your work! So, we have to read numbers carefully and slowly.

Look at these groups of numbers. Each group has one **identical pair.** Find that identical pair and circle it.

Example: 224 – 242
442 – 424
422 – 422 ✓ identical pair
421 – 241

1. 13 – 31
   312 – 321
   31 – 31
   31 – 13

2. 247 – 274
   271 – 271
   237 – 273
   227 – 272

3. 108 – 180
   187 – 176
   167 – 173
   371 – 371

4. 2791 – 2971
   7819 – 7819
   189 – 198
   109 – 108

NUMBER DISCRIMINATION (CON'T)

5. 33228 – 32328
   33282 – 33282
   38328 – 38382
   33882 – 38382

6. 94321 – 94231
   93423 – 94423
   93241 – 93241
   93429 – 92342

7. 91 – 19
   19 – 90
   90 – 91
   91 – 91

8. 1936 – 1936
   1963 – 1936
   1989 – 1998
   1904 – 1940

9. 3001 – 3100
   3010 – 3010
   3100 – 3101
   3101 – 3110

10. 100 – 10
    100 – 101
    100 – 100
    100 – 1000

NUMBER DISCRIMINATION

Listen to the number that the instructor reads. Circle the correct one from those listed below.

1. 99887	98897	99987	98879
2. 30821	30281	32018	32108
3. 45270	45702	42570	42750
4. 90	190	19	91
5. 10237	12073	12237	12107
6. 15	55	50	150
7. 61396	16396	93613	96313

NUMBER DISCRIMINATION

Listen to the number that the instructor reads. Circle the correct one from those listed below.

1. 14	40
2. 17	70
3. 90	19
4. 50	15
5. 13	30
6. 80	18

NUMBER DISCRIMINATION

Write down the important numbers that you use every day.

- ⇔ Your phone number:
- ⇔ Your employee number:
- ⇔ Your birthdate:
- ⇔ Your address:
- ⇔ Your social security number:

Students take turns reading these out loud and practicing hearing numbers.

ESL IN THE WORKPLACE ◆ SESSION 9

OBJECTIVES:

At the end of this session, students will be able to do the following:

- decode and understand codes
- write codes correctly
- discriminate between codes

TOPICS:

- codes in the workplace
- code lists and organization

METHODS:

- class discussion
- team work to decode codes

MATERIALS:

- worksheets

CODES

Codes are sets of letters or numbers, sometimes letters and numbers together, that are used like abbreviations.

Codes are used to make filling out forms easier, or they are used to keep track of a certain set or repeated activities or items. Look at the **codes** on this customer order form.

COLOR CODES FOR PAINTS

yellow paint	**A98**	**green paint**	**C99**
red paint	**A87**	**white paint**	**A86**
blue paint	**B78**	**brown paint**	**X96**
purple paint	**C98**	**beige paint**	**X98**

CODES

1. What is the title of this list of codes?

2. What do you think this list of codes is used for?

3. Are the codes arranged in any way? Alphabetical? Numerical?

4. Arrange the list of codes alphabetically.

5. Arrange the list of codes numerically.

CODES

Read the list of code options for these colors. Pick the correct code. Write the letter for the correct code in the space to the right.

1. yellow paint

   a. A89 b. A98 c. C99 d. A99 _____

2. purple paint

   a. C99 b. B78 c. C98 d. C99 _____

3. brown paint

   a. X98 b. X69 c. X68 d. X96 _____

4. blue paint

   a. B78 b. A78 c. C99 d. C78 _____

5. white paint

   a. A88 b. A98 c. A86 d. A68 _____

6. black paint

   a. A98 b. C98 c. X98 d. B78 _____

7. red paint

   a. A88 b. A78 c. A77 d. A87 _____

ESL IN THE WORKPLACE ◆ SESSION 10

OBJECTIVES:

At the end of this session, students will be able to do the following:

- decode and understand hold tag codes
- write codes correctly
- read and understand a set of instructions with abbreviations

TOPICS:

- hold tags
- simple table
- application of codes

METHODS:

- class discussion
- Q/A session
- team work to decode

MATERIALS:

- worksheets
- sample hold tags

HOLD TAG CODES

Look at this table of Hold Tag codes. Consider the earlier questions about tables and codes.

Also:

* How would you use this chart?
* How is it organized?
* Could you organize it any other way?

HOLD TAG CODES

Folds		Distorted Bottle		Material Sticking	
bottom fold	1A	bead dents	13A	inside neck	21A
neck fold	1B	body defects / cold slugs	13B	to inside sidewall	21B
Bubbles	2	body folds	13C	strings/flash inside bottom	21C
Burnt Bottles		damaged shoulders	13D	**Mold Mismatch**	
Melted	3A	rough shoulders	13E	bottom plug	22A
Melted finish	3B	underblown bottle	13F	parting line	22B
Clarity		uneven heel	13G	sealing surface	22C
Cloudiness	4A	warpage	13H	Neck Pulls	23
Tinted	4B	**Distorted Finish**		**Oil**	
Flat panel	5	bad dent	14A	on bag	24A
Contamination		damaged threads (stripper)	14B	on bottle	24B
black specks	6A	mashed threads	14C	**Opacity**	
degrated mater.	6B	sink	14D	too dark	25A
dirty parting line	6C	mismatch(thrds)	14E	too light	25B
dirty sealing surf.	6D	uneven sealing surface	14F	Orange Peel	26
Cracks		rough sealing surface	14G	Out of Dimension	
cracked neck	7A	Fish eyes	15	creeping	27A
cracked bottom	7B	**Flash**		low push up	27B
stress cracks	7C	heavy parting lines (body)	16A	slanted "H"	27C
Crooked necks	8	bottom flash/tails	16B	Out of Round	28
Repack – crushed, dented bottles	9	sealing surf. flash	16C	Packed wrong	29
Delamination	10	**Flow Marks**		Pock Marks/Pitting	30
Dents (body)	11	striation (streak of color)	17A	Poor flame/Reflame	31
Dirt		wavy lines in body	17B		
loose or black scuff marks	12A	Cold rings	18		
dirt in bag	12B	Gas burns	19		
		Holes	20		

HOLD TAG CODES

Poor Material Distribution	
break aways	32A
off center base	32B
wall thickness	32C
soft heels	32D
thin parting line	32E
weak walls	32F
soft bottles	32G
weak bottoms	32H
Rockers	
high push up	33A
bottom center push up from nozzle scar	33B
Rounded boxes	34
Scratches/Scuffs	35
Short shots	36
Splay marks	37
Strings	
bottoms	38A
sides of bottles	38B
Unmelts	39
Wrong carton count	40

HOLD TAG CODES

Look at these problems. Which numbers would you use to explain the problem on a hold tag?

1. The boxes were packed wrong.

2. There are scratches on the bottle surfaces.

3. The bottle is melted.

4. The bottle has black specks in it, and there is warpage.

5. There are two holes in the bottle, a mold mismatch on the parting line, and it has a few bubbles.

6. There is a mismatch on the bottom plug, it has pock marks, and a weak bottom.

7. The bottle has weak walls, a dirty parting line, fish eyes, and is marked with oil.

ESL IN THE WORKPLACE ◆ SESSION 11

OBJECTIVES:

At the end of this session, students will be able to do the following:

- decode and understand workplace codes
- write codes correctly on labor cards

TOPICS:

- job codes
- application of job codes
- roleplays to review verb tenses

METHODS:

- class discussion
- Q/A session
- team work to apply codes

MATERIALS:

- worksheets
- tape recorders

CODES

CODES are numbers or letters that are used as abbreviations. Very often they are in some type of order. Look at the **codes** below and the activities listed with them. How are the codes broken down? How are they arranged? Is there any better way to arrange them in a particular order?

OPERATION SEQUENCES

MILLING

307	Extra pass on mill
308	Set up
309	Clean up
1300	Weighing
1301	Mixing
1302	Milling
1303	Weighing/Pack out
1304	Versating

ASSORTMENTS

Use #1

SETS

1700	Strip and label
1701	Label
1702	Assembly and packing

TUBE LABELING

1200	Label tube

TUBE FILLING

508	Set up
509	Clean up
1501	Filling
1502	Packing

PAPER

200	Collating
201	First cut
202	Second cut
203	Binder
204	Hole punch
205	Spiral
206	Sealing
208	Make boxes
210	Tabbing
211	Attaching cover
214	Packing

CANS & JARS

1601	Fill-cap-label
1603	Label-package
1607	Wgt-mix-filter
1608	Set up & clean machine
1610	Preparation
1611	Packaging

CANVAS

301	Cut canvas
303	O-B1 #2 Feeder
304	O-B Shrinker
306	Machine operator
307	Packaging

PASTELS

1401	Weight mix
1402	Traying into oven
1403	Tray out of oven
1404	Granulate (incl. set up and clean up)
1405	Pressing (incl. set up and clean up)
1406	Labeling of sticks

DOWN TIME

Indicate in comments, reason

REWORK

Use code 993

INDIRECT

Indicate in comments, job performed

USING THE WORK ORDER FORM

Help these employees complete the **work order form.** Use the codes in the operation sequence list.

1. Joe is setting up the mill, weighing, and mixing. What code numbers should he write in?

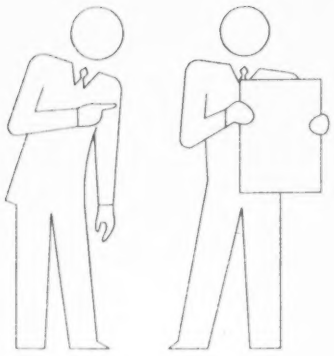
2. Stan is working with paper today. He is collating, spiraling, making boxes, and packing. What code numbers should he use?

3. Peter is working with pastels. He is traying. Which codes should he use?

4. Tom is cleaning and setting up. Which codes should he use?

5. Greg is writing 993 on his form. What is he doing?

ROLE PLAYS



Pair off and do these role plays with a partner.

1. Ask your co-worker what he/she is doing.

2. Ask your co-worker why he/she is wearing what he/she is wearing.

3. Ask your supervisor what he/she is doing.

4. Ask your co-worker what your supervisor is doing.

5. Ask your co-worker what he/she is doing in this class.

ESL IN THE WORKPLACE ◆ SESSION 12

OBJECTIVES:

At the end of this session, students will be able to do the following:

- decode and understand workplace codes
- use codes correctly on orders
- read and understand an order form

TOPICS:

- workplace codes
- completing an order form

METHODS:

- class discussion
- pair work to complete order form

MATERIALS:

- worksheets
- sample order forms

CODES

Look at these **codes**. How are they arranged? What are they used for? How do you think you could use these codes?

Product Code	ITEM
2007	Bactine Antibiotic Squeeze
2112	Bactine Antibiotic Cream
3000	Tylenol Tablets
3100	Tylenol Children
3150	Tylenol Sinus
4022	Alka Seltzer Tablets
4336	Alka Seltzer Plus
4703	Alka Mints
4780	Alka Seltzer Cold Relief

CODES

These are codes for a **company store.** If you buy the products from the company store, you get a better price!!

Look at how the rest of the **form** is arranged. What is the **purpose** of the form?

_____

ORDER FORM

To purchase any of these products, complete this form and present it to Dottie in personnel. ***NOTE:*** *The quantity is limited to 2 each per item.*

Name _____ Date _____

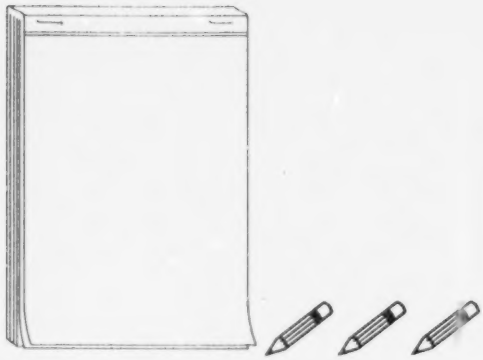
Qty.	Product Code	ITEM	Size	Unit Price	Total
	2007	Bactine Antibiotic Squeeze	4 oz	1.00	
	2112	Bactine Antibiotic Cream	½ oz	.95	
	3000	Tylenol Tablets	50	2.50	
	3100	Tylenol Children	40	2.25	
	3150	Tylenol Sinus	35	2.25	
	4022	Alka Seltzer Tablets	72	1.85	
	4336	Alka Seltzer Plus	36	1.05	
	4703	Alka Mints	30	1.00	
	4780	Alka Seltzer Cold Relief	35	1.50	

Non Taxable Total _____

Amount due _____

Payment Check _____ Cash _____

CODES



Using the order form for the company store, help Stan place an order for some healthcare products for his family.

- Stan needs some sinus medication, and he would like to order 2 packages.
- Also, he needs 3 tubes of bactine squeeze and 4 children's Tylenol packages.
- He often takes cold medicine when he has a cold, and he wants to try a package of the Alka Seltzer medicine for colds.
- Just for fun, figure out *how much* Stan will spend on this order!!

SYMBOLS

Symbols are pictures that convey information. Very often, we use symbols to get an idea across **quickly** – that way the person looking at the information does not have to read through words, but can get the idea from a picture.

Look at these symbols and write what they mean.

1. & _____

2. $ _____

3. % _____

4. @ _____

5. _____

ESL IN THE WORKPLACE ◆ SESSION 13

OBJECTIVES:

At the end of this session, students will be able to do the following:

- decode and understand symbols
- use symbols in their own communication

TOPICS:

- general symbols
- safety symbols

METHODS:

- class discussion
- symbol search in workplace

MATERIALS:

- worksheets

SYMBOLS (CON'T)

6. _____

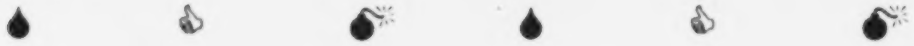
7. # _____

8. _____

9. _____

10. © _____

SYMBOLS



- What are some safety symbols that you see around the workplace?
- What kinds of pictures do they have in them?
- What colors are they?
- Where do you see them?
- What are they telling you?

SYMBOLS

Keep a **journal** of any symbols that you see.

Where did you see/find the symbol?

What do you think it means?

What **similar** symbols have you seen in the past?

ESL IN THE WORKPLACE ◆ SESSION 14

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use cardinal and ordinal numbers correctly
- recognize use of numbers for quantity and order

TOPICS:

- cardinal numbers
- ordinal numbers

METHODS:

- class discussion
- Q/A session

MATERIALS:

- worksheets

CARDINAL NUMBERS

Cardinal numbers are the regular numbers we use for quantity. Write out the numbers below for spelling practice.

1	16	40
2	17	50
3	18	60
4	19	70
5	20	80
6	21	90
7	22	100
8	23	105
9	24	168
10	25	200
11	26	300
12	27	1000
13	28	5000
14	29	1,000,000
15	30	9,000,000

ORDINAL NUMBERS

We use ordinal numbers to show ORDER or ranking. In other words, they rank something or someone and are put right before the noun. We also use ordinals to talk about the date: August 5th, November 23rd, December 25th.

Examples:

◊ I have **one** day for vacation (quantity), but it is my **first** day off this year (order).

◊ He takes off July **9th** (date).

◊ They have **three** meals a day. This is their **first** meal. Their **last** meal is dinner.

◊ You have **eight** classes. The **eighth** class is the last one for this session.

◊ I told him **100** times! He finally listened to me on the **hundredth** time!!

ORDINAL NUMBERS

Write the ordinal numbers for these. Notice how the abbreviations are different.

1st	20th	91st
2nd	21st	98th
3rd	23rd	99th
4th	30th	100th
5th	35th	102nd
6th	40th	146th
7th	47th	200th
8th	50th	300th
9th	52nd	400th
10th	60th	1000th
11th	63rd	
12th	70th	
13th	78th	
14th	80th	
15th	81st	

ORDINALS AND CARDINALS

Use the correct number word to complete these sentences.

Example: He works __five__ days a week. Monday is his __first__ day.

1. She has _____ cups of coffee every morning. Right now she is drinking her _____ cup. At 11:00 she will have her _____ cup.

2. They missed _____ days last year. The _____ day was in December.

3. The supervisor explains the problem _____ times. he employee listens for the _____ time and then understands.

4. They have been married for _____ years, so they are celebrating their _____ wedding anniversary.

5. If you stay with the company for _____ years, you will receive a _____ year anniversary watch.

ESL IN THE WORKPLACE ◆ SESSION 15

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use count and non count words correctly
- read a material list

TOPICS:

- count and non count words and usage
- material list for work

METHODS:

- class discussion
- Q/A session

MATERIALS:

- worksheets

QUANTITY WORDS

COUNT	NON-COUNT
Many	Much
A lot of	A lot of
Some	Some
A few	A bit
More	More
Any	Any
None	None

COUNT AND NON COUNT NOUNS

What are the count nouns that match these non count nouns?

⌘ coffee

⌘ tea

⌘ time

⌘ money

⌘ room

⌘ paper

COUNT AND NON COUNT NOUNS

Complete these sentences using either **MUCH** or **MANY**.

1. How _____ time do you have to study?

2. How _____ friends does he have?

3. How _____ pizza can he eat?

4. How _____ machines does she use?

5. How _____ equipment do you have?

6. How _____ pieces of equipment do you have?

COUNT AND NON COUNT NOUNS

1. Ask about making batches.

2. Ask about using the glue.

3. Ask about hours at a job.

4. Ask about time spent at a job.

5. Ask about overtime hours.

6. Ask about overtime money.

HOW MUCH AND HOW MANY?

Materials List

Code	Color	Tubes	Ozs.	Expiration Date
99883	Red	32	1.5 each	12/95
83227	Green	51	1.8 each	1/96
44331	Orange	29	1.5 each	2/96

ESL IN THE WORKPLACE ◆ SESSION 16

OBJECTIVES:

At the end of this session, students will be able to do the following:

- read schedules
- use schedules in the workplace
- ask questions about schedules
- complete their own work schedules
- calculate total regular overtime hours

TOPICS:

- reading a simple schedule
- making a schedule
- job hours
- adding regular and overtime hours

METHODS:

- class discussion
- Q/A session
- pair work on schedules

MATERIALS:

- worksheets
- sample workplace schedules

SCHEDULES

Schedules are all around us in the workplace. We need to know at what time we are doing what, and on what day we are going where. Sometimes we make schedules to organize an activity.

What is this a schedule for?

	Monday	Tuesday	Wednesday	Thursday	Friday
Sweep floors	✓		✓		✓
Mop floors	✓				✓
Pick up trash		✓		✓	
Dust furniture			✓		
Dust blinds			✓		
Wash sinks	✓	✓	✓	✓	✓
Clean toilets	✓	✓	✓	✓	✓
Disinfect floors				✓	

SCHEDULES

1. What is a good title for this schedule?

2. How many columns are there?

3. How many rows are there?

4. What are the headings or labels?

5. What are the abbreviations that are on top of each column?

6. What **ACTIONS** do you see? List those **VERBS**.

SCHEDULES

Complete the work schedule below for yourself. Fill in the dates on top of the days and use ordinal numbers.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00					
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					

SCHEDULES

Using the schedule that you have made, answer these questions.

1. What do you have to do during the **first** hour on Monday?

2. What do you have to do during your **last** work hour on Friday?

3. When do you have to take your **first** break on Wednesday?

4. On the **second** day of the week, what do you have to do at 10:00?

5. On the **fourth** day of the week, what do you do at noon?

6. On the **last** day of the week, what do you do at 2:00?

MORE SCHEDULES

Jim Lewis (**empl. # 45582**) works in the warehouse. On a typical day, he comes to work at 8:00, leaves for lunch at 11:45, returns from lunch at 12:30, then works until 4:45. He is expected to work an 8 hour day – any time he puts in over this is considered overtime. Today, 3/7/94, he **worked** an extra hour and **left** at 5:45, so he **had** 8 hours regular work time and 1 hour of overtime.

Jim keeps track of his time like this:

	IN	OUT	IN	OUT	Total Reg. Hrs.	Total Ovt. Hrs.
M 3/7	8:00	11:45	12:30	5:45	8	1

SCHEDULES

This is what Jim **did** this week. Help him to complete his schedule.

- On Monday (3/7/94), he started work at 8:30, stopped for lunch at 12, returned to work at 12:45, and he left work at 6:00.

- On Tuesday, he came in at 8:00. He took lunch from 12:30 to 1:15. He left work at 5:30.

- On Wednesday, he came to work at 8:00, but it started to snow and the company decided to close early (12:00).

- On Thursday, he was late to work because of the snow, so he didn't get in until 9:00. However, he was asked to stay until 7:00. As usual, he took his 45-minute lunch break.

- On Friday, he made it in at 8:00, he took lunch at 12:30, and he returned to work at 1:15. As it was the weekend, he left work at 4:45.

- On Saturday, he stayed home!!

- On Sunday, he came to the factory for four hours, from 12 to 4.

JIM'S WORK SCHEDULE

Emp. # _____ Emp. Name _____

Dept. _____

Dates	IN	OUT	IN	OUT	Total Reg. Hrs.	Total Ovt. Hrs.
M						
T						
W						
R						
F						
Sat.						
Sun.						

ESL IN THE WORKPLACE ◆ SESSION 17

OBJECTIVES:

At the end of this session, students will be able to do the following:

- apply job codes correctly
- complete job schedules
- read and understand job descriptions

TOPICS:

- schedules
- job codes
- job descriptions

METHODS:

- class discussion
- pair work to complete schedules

MATERIALS:

- worksheets

SCHEDULES

Job Labor Card

Emp. # _____ Emp. Name _____

Date _____ Dept. _____

Job No.	Activity Codes	Total Hours	Start Time	Stop Time

Total Time: _____ **Total Hours:** _____

JOB CODES AND TIME CARDS

Job Preparation

- ◊ 100 Set-up
- ◊ 101 Picking materials
- ◊ 102 Collecting paperwork
- ◊ 103 Clean-up

Material Preparation – Paper

- ◊ 200 Collating
- ◊ 201 3HP
- ◊ 202 Spiral
- ◊ 203 Tabbing
- ◊ 204 Cutting

Packaging

- ◊ 500 Making boxes
- ◊ 501 Printing Labels
- ◊ 503 Making envelope inserts
- ◊ 504 Shrink-wrapping
- ◊ 505 Sealing
- ◊ 506 Labeling

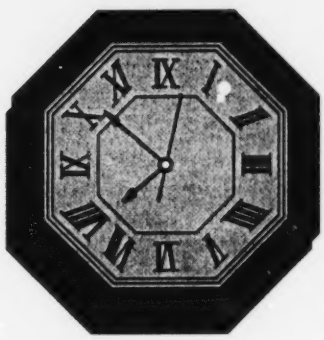
Shipping

- ◊ 600 Paperwork
- ◊ 601 Weighing
- ◊ 602 Set-up for postage machine
- ◊ 603 Postage machine
- ◊ 604 Sacking

JOB CODES AND TIME CARDS

Jim has a busy day and he needs help filling out his Job Labor Card. As you can see, not only does he need to keep track of his hours, but he also needs to itemize what he does during the day.

Using the list of Job Codes, fill out Jim's Job Labor Card.



Today (3/8/94), he goes to get his work order first thing in the morning. It takes him 15 minutes to read his work order and sees that he will be packaging and shipping materials for a large customer.

It then takes him 15 minutes to set up his work area, and after that he spends an hour assembling 60 boxes. While the picker is filling the boxes, it takes Jim half an hour to assemble the envelope inserts. He then has a ten minute coffee break.

When he returns from his break, he spends the next 20 minutes shrink-wrapping the envelope inserts. It takes him another 20 minutes to put the envelopes onto the boxes.

Jim is now ready to run off his labels, which takes him only 10 minutes. Because he has so many boxes to address and seal, he spends the rest of his morning doing these activities before going to lunch.

Once he returns from lunch, Jim has to calculate the weight of the shipment. After 10 minutes weighing, he decides that the shipment is too large and too heavy to send via the post office. So, he has to complete the paperwork to send the boxes via UPS. This activity takes him 20 minutes. He tags the shipment with box numbers and destination codes, and 20 minutes later he does a 10 minute clean-up and is ready to do his next job.

ESL IN THE WORKPLACE ◆ SESSION 18

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use a monthly calendar correctly
- complete personal schedules
- use appropriate vocabulary and expressions to agree/disagree

TOPICS:

- schedules and calendars
- agreeing and disagreeing

METHODS:

- class discussion
- pair work to complete schedules
- pair work for role plays

MATERIALS:

- worksheets
- tape recorders

SCHEDULES AND CALENDARS

MARCH 1994

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 Payday	5
6	7	8 Jim's birthday	9	10	11	12 Campus Ski Trip
13	14 Karen and Jim's Anniversary	15	16	17 St. Patrick's Day	18 Payday	19
20 First Day of Spring	21	22	23 Employee Appreciation Day	24	25	26
27 First day of Passover Palm Sunday	28	29	30	31		

SCHEDULES

Using Jim's calendar, answer these questions. Be careful to use the passive voice or active voice correctly, as noted in the questions.

1. How often is he paid a month?

2. On what days is Jim paid?

3. When is the company ski trip held?

4. When is the first day of spring celebrated?

5. When does Jim celebrate his birthday?

6. What do Jim and Karen celebrate on March 14?

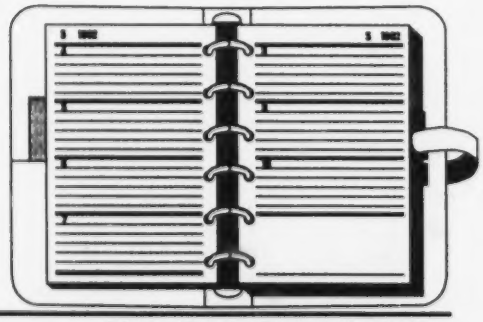
SCHEDULES (CON'T)

7. When is Palm Sunday celebrated?

8. During which week is Passover celebrated?

9. When is Employee Appreciation Day held?

10. What kind of **symbols** would you use to mark the holidays and events on the calendar?



ROLE PLAYS

Agreeing and Disagreeing

1. Your co-worker is complaining about his/her job. Agree/disagree but give advice too – what should he/she do?

2. Your supervisor is telling you what he thinks about work on the line. Agree or disagree with him.

3. Your boss thinks that you are not busy enough. Tell him what **you** have to do – he agrees with you, that **he** has a lot to do too!

4. Your co-worker is having a really good lunch and is talking about food. Agree or disagree with him/her about the types of food.

5. Your manager is telling you about what a great weekend he had. You had a good weekend too. Maybe you did some of the same things?

ESL IN THE WORKPLACE ◆ SESSION 19

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use the past tense correctly in both statements and questions
- recognize use of DID with past tense
- report incidents that occurred in the past

TOPICS:

- simple past tense
- Question and Answer (Q/A) review
- job incident in the past

METHODS:

- class discussion
- Q/A session
- reporting incident to class

MATERIALS:

- worksheets
- tape recorders (optional)

PAST TENSE – REGULAR FORMS

First, complete these sentences using the **simple past**. Then write the *question* to match the sentence.

Example: My supervisor ___moved___ the machine.
(to move)

Question: WHAT **did** your supervisor move?

1. Yesterday we _____ to our supervisor.
(to talk)

Question:

2. Last week I _____ my sister.
(to visit)

Question:

3. Last night you _____ TV.
(to watch)

Question:

4. Yesterday they _____ for 10 hours.
(to work)

Question:

WHAT HAPPENED?

Using the **past tense**, write about something that happened in work. Remember that you are reporting information, so you want to be clear and concise. Assume that your reader does not know the people or situations involved. Be prepared to answer any questions that your readers might have!

? ? ? ? ?

Be sure to keep these **questions** in mind when you are reporting information:

- **who?**
- **what?**
- **where?**
- **when?**
- **why?**
- **how many? how much?**
- **how big? how small? how long? how short?**
- **what kind?**

When you are finished writing, give your paragraph to your partner and see if he/she has any questions for you.

ESL IN THE WORKPLACE ◆ SESSION 20

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use the past tense correctly in both statements and questions
- recognize use of DID with past tense
- use irregular forms of past tense

TOPICS:

- simple past tense – irregular forms
- Question and Answer (Q/A) review
- dialogues

METHODS:

- class discussion
- dialogues
- Q/A session

MATERIALS:

- worksheets
- tape recorders

PAST TENSE – COMMON IRREGULARS

BASE FORM	*PAST TENSE*	*PARTICIPLE*
be	was	been
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bit	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn

PAST TENSE – COMMON IRREGULARS

BASE FORM	*PAST TENSE*	*PARTICIPLE*
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hear	heard	heard
hide	hid	hidden
hold	held	held
hurt	hurt	hurt

PAST TENSE – COMMON IRREGULARS

BASE FORM	*PAST TENSE*	*PARTICIPLE*
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	run	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent

PAST TENSE – COMMON IRREGULARS

BASE FORM	*PAST TENSE*	*PARTICIPLE*
set	set	set
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
write	wrote	written

PAST TENSE

First, complete these sentences using the correct verb form. Then, make *questions* to get these sentences as answers.

Example: Yesterday we _____ lunch at noon.
(to eat)

Question: When **DID** we **eat** lunch?

1. The unit _____ off the conveyor belt.
(to fall)

Question:

2. He _____ his timecard to his boss.
(to bring)

Question:

3. They _____ the new machines on the A-Line.
(to see)

Question:

4. She _____ the bad news about the weather.
(to hear)

Question:

DIALOGUES

Dialogue 1:

A: Hey, that looks like my hat. Where did you find it?
B: I found it near my work area.
A: Oh, really? I lost it last week and I didn't see it near my station.
B: Well, that's because it was near **my** station.
A: I guess I left it here last week.
B: Yes, you did. I thought about calling you to remind you.
A: Why didn't you?
B: I like the hat myself, and I was thinking of keeping it for a while.
A: I knew I couldn't trust you!! Give me back my hat!!
B: What ever happened to "finders keepers"?
A: No such luck!

Dialogue 2:

A: Did you hear what happened to Roger?
B: I heard he was sick.
A: Yeh, he fell off the ladder and he hurt his back.
B: Oh no! I thought he had the flu or something.
A: No, he's in the hospital.
B: You're kidding! I knew that would happen someday.
A: What do you mean?
B: Well, he never put the ladder in a safe place, and he always played around.
A: That's true. Still, I feel bad for him.
B: Me too. Did you send a card?
A: No. Do you think we should?
B: Yeh, that's the good thing to do.
A: Okay. Let's do that.

ESL IN THE WORKPLACE ◆ SESSION 21

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use the past tense correctly to report points
- use a company point system

TOPICS:

- simple past tense
- company point system

METHODS:

- class discussion
- Q/A session

MATERIALS:

- worksheets
- sample point system

THE POINT SYSTEM

The company has a point system to keep track of an employee's attendance record.

Non-probationary employees who are absent, leave early, or fail to punch a time card receive points as follows:

REASON	POINTS
Absent (no call in)	8
Absent (call in at start of shift)	4
Consecutive days absent:	
(1st day of consecutive days)	4
(2nd " " " ")	3
(3rd " " " ")	2
* (4th " " " ")	1
* (5th " " " ")	4

* Doctor's note required to return to work

Late (1 – 10 minutes)	½
Late (11 minutes – 1 hour)	1
Late (1 hour or more)	2
Leave early (1 – 59 minutes)	1
Leave early (1 hour or more)	2
Failure to punch time card	1 (each time)

NOTE: Points are not received if the absence was paid, such as funeral leave, paid sick day, paid vacation day.

THE POINT SYSTEM

1. How many points do you get for being late 3 minutes?

2. How many points do you get for being late 3 hours?

3. How many points do you get for forgetting to punch your time card?

4. If you are absent and do not call your supervisor, how many points do you get?

5. When do you need a doctor's note?

THE POINT SYSTEM

Situations: How many points?

1. Paul missed work on Monday because he was sick. He called his supervisor.

2. Linda came to work late on Tuesday, but only 11 minutes. She had to leave early that afternoon, so she left a half hour early.

3. Tim forgot to punch in on Wednesday and Friday.

4. Mary took a sick day and then went to work, then took another sick day the following day.

5. Stan was really sick, so he was out for four days in a row.

ESL IN THE WORKPLACE ◆ SESSION 22

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use commands
- give clear instructions

TOPICS:

- commands
- instructions

METHODS:

- class discussion
- individual work to complete instructions

MATERIALS:

- worksheets

COMMANDS

Give **commands** for the following sentences.

1. I think you should close the door and then you should erase the board.

2. It would be nice if you didn't throw the eraser at the teacher.

3. What a wonderful idea to put the units on the line.

4. You really shouldn't talk back to your boss, you know.

5. If I were you, I would plug in the light before you turn it on.

6. I don't like it when you are rude to me, so I'm asking you to stop.

COMMANDS VS. REQUESTS

A command is different from a request!

Command: statement, no preface, no ending

⇒ Open the door!
⇒ Close the box!
⇒ Move the forklift!

Request: preface, question form, polite ending or start

⇒ Could you please open the door?
⇒ Please close that box.
⇒ I would appreciate it if you could remove the forklift.
⇒ Move the forklift, okay?

COMMANDS VS. REQUESTS

Which is a command and which is a request? Why?

1. Don't slam the door!

2. Could you take a minute to look this over?

3. Look at this!

4. Excuse me, please hold that door for me.

5. Hold the door!

6. Please be quiet.

INSTRUCTIONS

Think of something you do every day in work. Write a set of instructions telling someone else how to do it. Use numbers to mark the steps.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

ESL IN THE WORKPLACE ◆ SESSION 23

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use prepositions of place correctly
- describe locations

TOPICS:

- prepositions
- phrases to show location

METHODS:

- class discussion

MATERIALS:

- worksheets

REPOSITIONS – WHERE?

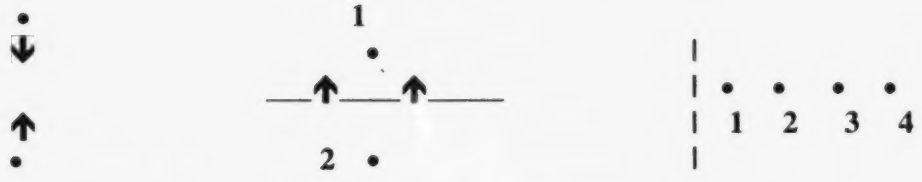
AT **IN** **ON** **UNDER**

1. behind
2. in front of

beside
next to

between

among



opposite

1. above
2. below

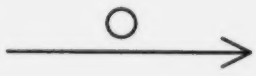
1. by
2. near
3. not far from
4. a long way from

PREPOSITIONS – WHERE TO?

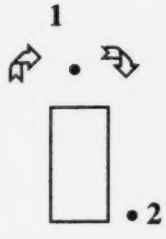
up

down

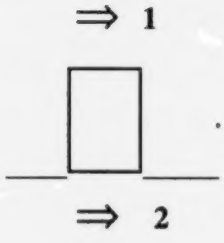
1. into
2. out of



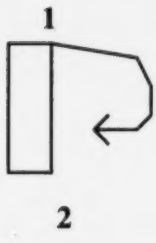
past



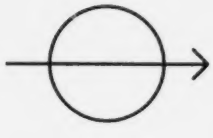
1. onto
2. off



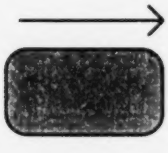
1. over
2. under



1. from
2. back to

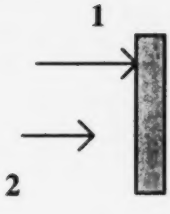


through

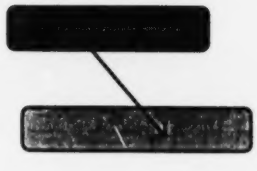


along

round
around



1. to
2. towards



across

PREPOSITIONS

♦ **Live** I live **in** Trenton. I live **on** Hamilton Street. I live **at** 334 Hamilton Street. ➞***Where do you live?***	♦ **Work** He works **at** this company. He works **on** the Packing Line. He works **in** the shipping area. ➞***Where do you work?***
♦ **Where are we?** We are **in** the classroom. We are **on** the second floor of the factory. We are sitting **at** the table. The instructor is writing **on** the board. Someone is knocking **on** the door.	♦ **To and From** I give my timecard **to** my boss. I get my paycheck **from** him. I give my mail **to** the mailman. I get my mail **from** him too. ➞***What do we give at Christmas?*** ➞***What do we get from the union?***
♦ **Transportation** She gets **on** the train in Newark. She gets **off** the train in NY. He gets **on** the bus in Trenton, and gets **off** the bus in NY. They get **on** the plane at JFK and get **off** at Heathrow. We get **into** my car here, and we get **out of** my car at home.	♦ **Walking . . .** I walk **across** the street. The supervisor walks **around** the line. They walk **back from** the training room. They walk **back to** work. She is walking **towards** the door. The couple walked **along** the beach.

PREPOSITIONS

As a review, fill in the missing prepositions to complete this paragraph.

I work _____ a small company _____ Route 1 _____ Lawrenceville. My best friend works _____ Trenton. Her name is Karen. She works _____ the big bank downtown, _____ South Montgomery Street, _____ the ninth floor. When I visit her, I have to take the elevator. I get _____ the elevator _____ the lobby and I push the button marked "9." The door opens when I get _____ the ninth floor, and I get _____ the elevator. I walk _____ Karen's office and knock _____ the door. She says, "Come _____." I walk _____ her office and sit down _____ the chair. We talk, and very often we decide to go _____ for lunch. She takes me _____ her favorite cafe and we sit _____ a window table so we can watch the pedestrians walk _____. When we leave the restaurant, we pay _____ the counter and leave a tip _____ the table. We walk back _____ lunch and get _____ her office at around 1:15. We say good-bye and then I walk _____ the bank _____ my car, which is _____ the parking garage. I go back _____ my job.

ESL IN THE WORKPLACE ◆ SESSION 24

OBJECTIVES:

At the end of this session, students will be able to do the following:

- read instructions
- ask questions about instructions
- complete inaccurate instructions

TOPICS:

- commands
- instructions
- tool and safety notes

METHODS:

- class discussion
- pair work to complete instructions

MATERIALS:

- worksheets
- sample instructions

DIRECTIONS

PART 1: Look at these ***directions.***

* Open trunk and take out lug wrench, jack, and spare.
* Take off hubcap.
* Put jack under body and jack up until the tire is just off ground.
* Jack car down.
* Tighten lug nuts completely.
* Replace jack and old tire in trunk.

DIRECTIONS

PART 2: Questions for directions

1. What are these directions for? What are they instructing you?

2. How many steps are there? Count the **verbs** and list them here.

3. What tools do you need to complete the job?

4. Do you think there are any steps missing?

5. What advice do these directions give you? What are the safety warnings and notes?

6. Make these directions *more* clear for your car – describe the materials and tools, tell how easy it is to do the steps.

DIRECTIONS

Exchange directions that you made a few classes ago. Let your partner read them and try to do the action that you are instructing.

- Are the directions clear?

- Are all the steps there?

- Did you leave out any important notes or warnings?

ESL IN THE WORKPLACE ◆ SESSION 25

OBJECTIVES:

At the end of this session, students will be able to do the following:

- review their instructions and make them clearer
- peer critique instructions

TOPICS:

- instructions
- strategies for writing clearer instructions

METHODS:

- class discussion
- pair work to complete instructions
- peer critique

MATERIALS:

- worksheets

TIPS FOR WRITINC INSTRUCTIONS

Instructions tell people ***how to*** do things. We use instructions on the job, especially when we are trying to do something new, or have been moved to a different area for work.

Instructions are good when they are ***simple and easy to follow.***

Keep these instructions in mind when *you* are reviewing your instructions:

* use clear and strong verbs
* use simple sentences – one verb
* use commands
* describe anything that you think the reader might not know
* keep a clear order to the steps
* use numbered steps
* add any pictures that might help the reader understand
* make sure that you haven't left out any important *warnings*

PEER CRITIQUE

Exchange your finalized set of instructions with your partner. Look for these things:

- clear verbs
- clear steps
- good sequence
- good descriptions
- good start and end steps
- good overview of purpose

ESL IN THE WORKPLACE ◆ SESSION 26

OBJECTIVES:

At the end of this session, students will be able to do the following:

- read and understand safety vocabulary
- use safety vocabulary correctly in warnings and descriptions

TOPICS:

- safety vocabulary
- safety situations
- job descriptions and warnings

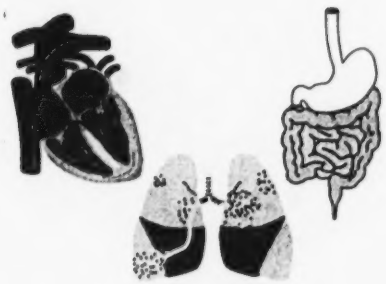
METHODS:

- class discussion
- role plays with safety issues

MATERIALS:

- worksheets
- tape recorders

SAFETY VOCABULARY



heart

kidneys

esophagus

intestines

liver

lungs

bloodstream

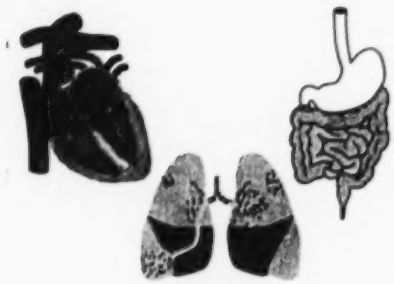
stomach

inhalation

ingestion

absorption

SAFETY VOCABULARY



1. I use my lungs to _____.

2. My heart pumps _____.

3. I have _____ kidneys.

4. Food goes to my _____ first and then to my _____.

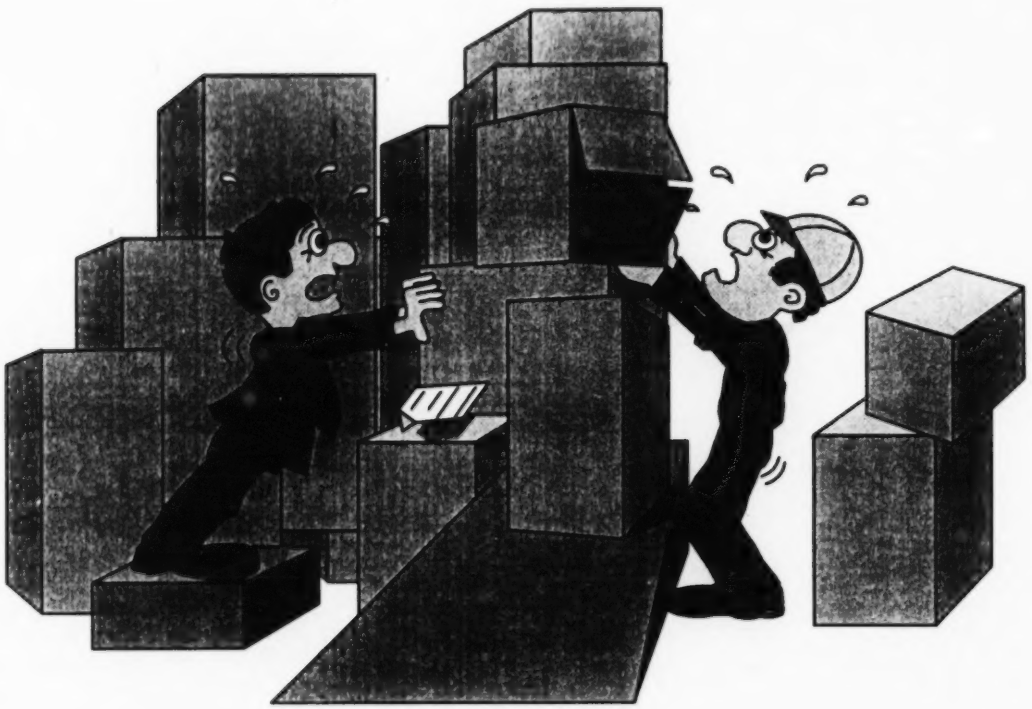
5. I inhale through my _____.

6. I absorb chemicals through my _____.

7. I ingest chemicals when I _____.

8. Once in my body, chemicals travel through my _____.

AN ACCIDENT WAITING TO HAPPEN?!!



- What is happening in this picture?
- What can you suggest they do in order to avoid an accident?
- Role play: what would you do if you were one of the people?

ESL IN THE WORKPLACE ◆ SESSION 27

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use an MSDS sheet
- use safety vocabulary
- use safety abbreviations and codes on the job

TOPICS:

- MSDS sheet
- safety situations
- safety abbreviations and codes

METHODS:

- class discussion
- pair work to complete worksheets on MSDS

MATERIALS:

- worksheets
- MSDS sheet

MATERIAL SAFETY DATA SHEET

I. PRODUCT IDENTIFICATION

Product name.....Additin RC7135
Chemical Family ..... Aromatic Amine
Chemical Name.....N-Phenyl-stryenated benzenamine
OSHA Hazard Communication
Status..... This product is not hazardous under the criteria of the Federal OSHA Hazard Communication Standard 29 CFR 1910.1200.

II. HAZARDOUS INGREDIENTS

Components: None %: optional

III. PHYSICAL DATA

Appearance.....Liquid
Color ..... Brown to Reddish
Melt point/Freeze point.....N/A
Boiling Point .....Greater than 572° F (300° C)
Vapor Pressure .....N/A
Specific Gravity 1.1
Solubility in water.....Insoluble

IV. FIRE AND EXPLOSION DATA

Flash Point ° F (° C).....518° F (270° C)
Extinguishing Media.....Water, Chemical, Foam, Dry Chemical
Special firefighting procedures/unusual fire or explosion hazards: Firefighters should wear full protective clothing including self-contained breathing apparatus. During a fire, irritating and/or toxic gasses from combustion/decomposition may be generated.

MATERIAL SAFETY DATA SHEET

V. HUMAN HEALTH DATA

Primary Route(s) of exposure ..... Eyes, Skin
Human effects and symptoms of overexposure .....
Acute ..... none observed
Chronic ..... none observed
Medical Conditions aggravated by exposure .....not established
Carcinogenicity .....This product is not listed
.....as a carcinogen.
Exposure limits .....see section II

VI. EMERGENCY AND FIRST AID PROCEDURES

Eye contact ..... Flush eyes with plenty of water
Skin contact.....Wash thoroughly with soap and water
Remove contaminated water and wash container before reuse.
Inhalation .....Remove to fresh air
Ingestion.....Consult physician

133

VII. EMPLOYEE PROTECTION RECOMMENDATIONS

Eye protection .....safety glasses
Skin protection .....rubber gloves
Respiratory protection..... Organic vapor cartridge
.....respirator is highly recommended
Ventilation.....Local exhaust during processing
Other..... Employee education and training in safe handling procedures of this product are recommended. Safety showers and eye wash stations should be easily accessible to work areas.

VOCABULARY

aromatic / aroma	foam
breathing apparatus	irritating / irritant
toxic	combustion
decomposition	generated
status	hazardous
components	melt
freeze	vapor
gravity	solubility
flash point	extinguish (er)
exposure	overexposure
acute	chronic
carcinogen	flush
thorough	ingestion
respiratory	respiration
ventilation	exhaust

QUESTIONS

1. What is the name of the chemical?

2. According to OSHA, is this product hazardous?

3. What kind of chemical is it? A solid? A liquid? A powder?

4. What color is the chemical?

5. Will this chemical mix with water? Will it dissolve?

6. If there is a fire with this chemical, what is the best way to put it out?

7. Will this chemical cause cancer?

8. What kind of ventilation should a company have if this chemical is used?

SITUATIONS

Use the MSDS sheet as your guide. What would you do in these situations?

1. Paul is working with Additin. He gets some in his eyes. What should he do?

2. Some of the Additin splashes on Steve's skin. What should he do?

3. What kind of protective equipment should Steve bee wearing if he is working with this chemical?

4. What is the main way that this chemical can enter the body?

5. If Steve or Peter breathe in the chemical, what should he do?

ESL IN THE WORKPLACE ◆ SESSION 28

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use chemical codes correctly
- discriminate between chemical codes
- use the future tense

TOPICS:

- chemical codes
- future tense

METHODS:

- class discussion
- pair work to complete role plays

MATERIALS:

- worksheets
- tape recorders

CHEMICAL CODES

CODE	NAME
009	Paracril
139	Ethyl Thiuram
272	XX-85 Zinc Oxide
306	Polygard
630	Oleic Acid
832	Paraplex G-62
965	Burgess KE Clay

CHEMICAL CODES

Which is the correct code for these items?

1. Polygard

   a. 009 b. 360 c. 271 d. 306 _____

2. Oleic Acid

   a. 009 b. 630 c. 360 d. 036 _____

3. Paraplex

   a. 238 b. 328 c. 832 d. 823 _____

4. Paracril

   a. 090 b. 099 c. 009 d. 098 _____

5. Burgess KE Clay

   a. 965 b. 956 c. 659 d. 953 _____

6. Ethyl Thiuram

   a. 193 b. 138 c. 931 d. 139 _____

CHEMICAL CODES

These are the codes for this formula. What are the ingredients? Write the name next to the number. Is there a problem? What is it and what would you do about it?

FORMULA XYZ

139 _____

009 _____

360 _____

832 _____

272 _____

956 _____

FUTURE TENSE – REVIEW

Remember, we use WILL or WON'T for the future tense:

I will come to work tomorrow, but I won't work overtime.

Pair off with a partner and make a *role play* using the future tense.

1. What will you do this weekend?

2. What will your supervisor do about the changes in the factory?

3. What will the company do for the holidays?

4. Where will you go for summer vacation?

ESL IN THE WORKPLACE ◆ SESSION 29

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use make/do correctly

TOPICS:

- make/do
- role plays using make/do

METHODS:

- class discussion
- role plays

MATERIALS:

- worksheets
- tape recorders

MAKE AND DO

✿ **Make = create, usually using hands**

I **make** dinner every night. → I **create** dinner. There was no dinner when I started, but when I finished there was dinner.

✿ **Do = perform, complete**

I **do** my job every day. → My job is already there and I just **perform** it.

MAKE AND DO

So how can you remember what TO MAKE and what TO DO? Here's a simple list to help you remember!

To MAKE:

an appointment	a change	a copy	a deal
a decision	a difference	a discovery	a mistake
an impression	an offer	a payment	a phone call
a promise	a profit	a sale	a suggestion
a turn (left/right)	money	your bed	progress
trouble	use of something		

To DO:

business with someone	the laundry	the dishes	the windows
someone a favor	55 m.p.h.	a job	

MAKE AND DO

Complete these sentences using either ***MAKE or DO.*** Be sure to use the correct tense of the verb!

1. They _____ a lot of boxes in one day.

2. If you are sick, you should _____ an appointment with your doctor this week.

3. Can you _____ the floor again – it's still dirty.

4. I have to _____ six copies of this letter.

5. This company _____ paints and brushes.

6. This company _____ business with a lot of companies overseas.

7. Can you _____ me a favor and _____ a phone call?

8. If you _____ a good job, then you won't _____ any mistakes on the job!

9. What company _____ these earplugs that we wear?

10. If I _____ the speed limit, then I shouldn't get a ticket.

ROLE PLAYS

Find a partner and pick one of these role plays. Be sure to use make/do correctly.

1. Ask your co-worker what he/she is doing.

2. Ask your co-worker which product he/she is making.

3. Ask your co-worker if he/she made an appointment at the doctor's office recently.

4. Ask your partner if he/she has made plans for the holiday and what he/she will be doing.

5. Ask your partner is he/she has made plans for vacation and what he/she will be doing.